

# **ROLE AND STATUS OF COLLEGE LIBRARIANS**

## **Comparative Analysis of Ranganathan, Mehrotra and Joy Committee Reports**

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### **0 INTRODUCTION**

Libraries are to be considered as the most important resource existing to support teaching-learning processing in institutions of higher learning<sup>1</sup>. The higher one climbs in the academic ladder—post graduation doctorate and post doctorate—the more central does the library become. In most of the education institutions in ancient India, librarians were considered to be teachers. Only great scholars were allowed to become librarians. Their salaries and status were equal to that of teachers. In ancient West also the condition was the same, and so we come upon librarians like Callimachus. This position got disturbed everywhere during medieval times. In European countries, librarians regained their position due to the developments in teaching-learning process that occurred there, at the beginning of the present century.

### **1 TEACHING: A CO-OPERATIVE ENTERPRISE**

John Dewey, the famous educational scientist, in his book *School and Society*, published in 1894, considered teaching as a co-operative enterprise in which the instructor and the librarian play equal roles. According to him library is the central hub of any teaching learning process. It is the place for the students to bring their individual and varied experience, problems and questions, and to discuss and pursue them so that new light may be thrown on them—particularly new light from experience of others, the accumulated wisdom of the world. This is the organic relation of theory and practice.

#### **1.1 STUDENT IN THE LIBRARY**

This relation is essential for:

- \* the stimulation of nuclear element in each student
- \* the student not simply doing things but living the idea
- \* the student getting from the start some intellectual conception entering into his practice and enriching it

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- \* the idea to find directly or indirectly some application in experience and some effect on life<sup>3</sup>.

## 12 LIBRARIAN & TEACHER VIS-A-VIS STUDENTS

John Dewey considers librarian-student relation equal to teacher-student relation and this fixes the position of librarians among faculty members. In the beginning of this century, in all countries which took education seriously there occurred revolutionary changes in education. Instead of listening passively to classroom lecture, the student is lured into becoming an active participant in his own education, with the teacher simply serving as guide and counsel. The student has to come to the library to select, organise and evaluate the information he needs for class discussion and to sharpen his power of discrimination and the critical faculty. Then libraries become central to the whole business of education.

## 2 HISTORICAL PERSPECTIVE

### 21 SADDLER

In Modern India the importance of library in higher education was emphasised by many educationists. The Calcutta University Commission appointed in 1917 by the Government of India under the chairmanship of Sir Michael Saddler has pointed out that the greatest weakness of the existing higher education system is the extra ordinarily unimportant part in it, which is played by the library. Few colleges have good libraries. Even the best; that of Presidency College is very defective on many aspects. The commission made a specific recommendation that the university and colleges should have services of librarians, having the salary and status of a professor, and that he should be the ex-officio member of the academic council<sup>4</sup>.

### 22 RADHAKRISHNAN

The University Education Commission appointed by Government of India with Dr S Radhakrishnan as chairman, stated in 1949 that in most of the colleges and universities in the country the library collections, staff and services are highly inadequate. The commission has clearly defined the role of libraries and librarians in maintaining higher standards in teaching and examinations. The report states that teachers must have the necessary tools for teaching purposes in the shape of libraries and laboratories. The library is the heart of all academic work,-directly so-as regards its research work, and indirectly-as regards its education work<sup>5</sup>. Scientific work needs library as well as laboratories, while for humanistic research library, is both library and laboratory in one. Training in higher branches of learning and research is mainly, a question is learning how to use the information tools, and if the library tools and those who could guide in the use of those tools are not there, how can the students learn to use them.

**23 RANGANATHAN**

In 1957 University Grants Commission appointed a Library Committee under the chairmanship of Dr SR Ranganathan to look into the conditions of the academic libraries, and advise it on the standards of libraries, pay scales of library staff, their training and status<sup>6</sup>. The committee has listed most of the functions of library staff which can be found to be academic and highly specialised. It has pointed out that for library effectiveness, library staff have to divide the field of knowledge among themselves, and practice specialisation so as to keep abreast of the progress of thought in diverse subjects. Their specialisation should be, extensive rather than intensive, unlike in the case of a teacher. Each librarian can therefore cover more subjects than a teacher. Librarian must be able to speak the language of a teacher and understand his literature needs, make documentation search for him and thus meet his needs unerringly. In fact librarians and teachers have to work as partners.

**24 KOTHARI**

Education Commission appointed by the Government of India under the chairmanship of DS Kothari also stressed in 1966 the importance of library service in higher education<sup>7</sup>. It stated that no university, its department or college should be set up without taking into account its library needs in terms of staff, books, journals, space etc. Nothing could be more damaging to an educational institution than to neglect its library or give it low priority. On the contrary, library should be an important centre of attraction in the college or university campus.

***241 College Library Functions***

Based on the report of the Education Commission the functions of the college library can be outlined as follows:

- \* providing information resources necessary for teaching and research,
- \* aiding the teacher in keeping abreast of current developments in his field,
- \* providing instruction and guidance necessary for all formal academic programmes.
- \* opening the door of the wide world of knowledge, that lie beyond the borders of a teachers own field of specialisation, and
- \* bringing information, students and teachers together under conditions which encourage reading for pleasure, self discovery, personal growth and sharpening of intellectual curiosity.

**25 MEHROTRA**

In 1983 UGC appointed a committee to consider the revision of pay scales, career development and service conditions of teachers under the chairmanship of Pro RC Mehrotra and in 1985 it was asked to look into the case of librarians also. The committee in its report submitted in 1987 pointed out that the library performs a crucial role in educational process. It expands and supplements curricular learning and widens the horizon. It also pointed out that the easiest way to assess the climate, temper and academic achievements of an educational institution, is to visit its library and see how it is being maintained and utilized<sup>8</sup>.

**26 JOY'S COMMITTEE-KERALA**

As education being a state subject, union government's role in implementing these reports was limited. The recommendations failed to get implemented in the states. Kerala was the first state to make any serious attempt at the government level, to vitalize college library services. Government of Kerala constituted in 1993 an Expert Committee on College Libraries under the chairmanship of Sri VP Joy, IAS to examine the functioning of college libraries and suggest suitable measures for their improvement<sup>9</sup>. The committee has pointed out that the effectiveness of services from the library is an important factor determining the quality of teaching-learning process in a college.

**3 ACADEMIC ROLE SHARED**

In the right type of teaching-learning process expected in higher education, teachers and librarian have to play roles of equal importance. Both should actively engage students in using library as a kind of laboratory for learning how to manage their own education<sup>10</sup>. Teachers should know that library is an extension of the classroom and should make the students use it intelligently in preparations for discussions in class, seminar reports and papers. For this there must be a two-way flow of information between teachers and librarians and both have to contribute.

**31 ROLE OF TEACHER**

- \* should know the libraries resources and adapt his teaching so that the student has a chance to use the information resources in pursuing the subject matter of the course.
- \* should themselves get informed regarding library resources and the means of using them and should improve library effectiveness in instruction.
- \* should come to the library and give effective direction to the student in utilization of information sources.

- \* should give assignments that necessitates students' own investigation and use of the library.
- \* make library problems vital and interesting to the student and not just a fruitless exercise in using the library as an end in itself.
- \* invite librarian to an early meeting of the class, to discuss the general reference sources and bibliographies if the students have not have instruction previously.
- \* consult the librarian on the availability of special materials and special collections that might be useful and available to students in their investigations.
- \* urge students to seek the assistance of the library staff in learning more about special bibliographical aids pertinent to their studies as they proceed with their research.

### 32 ROLE OF LIBRARIAN

- \* should get personally acquainted with his teaching colleagues and know as much as possible about their characteristics methods of teaching.
- \* should make himself familiar with the curriculum and keep informed about current changes, so that he will have a clear conception of what needs to be done in the library in response to the curricular developments.
- \* should remind faculty members on every occasion; of the varied opportunities for the use of library resources in teaching.
- \* should know what tools and materials the teacher is using so that.
- \* students are not only given assistance in using them properly but encouraged to learn of other tools also.
- \* should bring current development in various subjects to the attention of the faculty through programmes devised for that.
- \* should make recommendations for improving the collections of primary and secondary sources needed for class discussion, reports and papers, books which cut across lines of academic disciplines, duplicates of key-words used in discussion groups, new editions, gaps in journals etc.
- \* should provide patient studied assistance to individual students in using reference and bibliographic tools pertinent to their research.
- \* should acquaint faculty with unique and unusual materials available in the library's special collections that might profitably be investigated by students in their research.

- \* should bring together materials for an instructor, at least temporarily, when it will encourage him to involve students in library projects.
- \* should facilitate inter-disciplinary communication as also the work of research scholars in borderline disciplines.

### 33 ALL COMMITTEES AGREE ON LIBRARIANS ROLE

Ranganathan Committee has studied these functions and has reported in detail librarians<sup>11</sup> duties to research staff, teachers, students and collections. Mehrotra Committee has stated that it should be the constant endeavour of librarian in a college, to widen and update his range of knowledge, so that he can extend valuable guidance to teachers as well as students. It accepted that librarians, although not formal members of the teaching faculty, perform academic functions, and sustain and enrich the academic process. Joy Committee considers it essential that college library staff should keep abreast of current developments in every subject and should support teachers and students in their information search. The committee considered it the duty of librarians, to promote individual and motivated learning at all levels, by providing the information sources required for that.

### 40 CHIEF LIBRARIAN

If the college library is to function effectively as an instrument of teaching; well qualified and numerically adequate staff is essential. The position of the staff in library service is pivotal. The students and teachers using the library are peculiarly sensitive to its oversight, judgement and enterprise. The functionalism of the library building or space, the relevance of the collection, the efficiency of its organization and services depend on the character and ability of the librarian who is there at the initial stage of library development<sup>11</sup>.

### 401 Qualities

The head of the college library should be a successful administrator, a wise counselor in the use of information sources and a force in shaping library policy. These requirements insist; that the college librarian must be a person of imagination and initiative, that he must have a sound understanding of library administration and specialisation in some subject field, and that he must know how to relate the use of library to the educational program of the college<sup>12</sup>. The emphasis should be on the training, progressiveness, and mental attainments of the college librarian. If he is to be a leader in the college community, he must be a person of character, integrity and professional idealism.

**41 ADMINISTRATIVE ABILITY**

The college librarian should have the qualities of a good administrator, for it is essential that he takes charge of a large measure of administrative responsibility, including the supervision of the staff, the proper budgeting and expenditure of library funds and the oversight of the library building. These functions require frequent consultations and close relationships with the Principal, Administrative officers and Heads of subject departments, and the Librarian must impress them with his sound judgement and ability to manage the library affairs. He must also hold the confidence of the library staff by his ability to develop a systematic organization of library work, to conduct the many types of transactions involving the administration and faculty and administer the budgets, and services in a satisfactory manner.

**411 Qualities**

The administrative ability required for a librarian can be summarised into the following four qualities based on the study by Randal and Goodrich.

- \* the power to see clearly the significance and implications of a problem.
- \* the ability to analyse a known problem in such a way as to identify the important parts of its structure.
- \* the genius to see the relations between apparently isolated facts and to group their combined significance and thus come to a conclusion and
- \* the capacity to secure co-operation from others.

**412 Know Library First**

To attain even to an approximation of these qualities the librarian must understand thoroughly the objectives of the library in the particular college programme, the personal organization of library materials and the problems and needs of teachers and students.

**42 SCHOLARLY INTERESTS**

It is important that librarian be personally acquainted with his teacher colleagues and with their characteristic methods of operation. Likewise it is important that he be kept minutely posted on the current curricular and administrative policies, so that he may have a sharp conception of the special areas in which library support may be helpful. If he is not consulted and kept informed about curricular matters and administrative policy, his help in these matters will, of course be negligible.

**421 Information Assistance**

There is no need that the college librarian should be a scholar in the

sense of an eminent specialist or research man<sup>13</sup>. There is one very practical reason why he can not be. His work allows him no time for the continuous application of his mind to a single subject like a specialist. His working hours are long, he is interrupted at every turn, and his administrative duties leave him little free time. As a librarian however he should be familiar with the methods of research, have a through knowledge of bibliography and be competent to assist teachers and students in their search for information. He should also be widely read and well informed about the collections, to be able to assist in their development.

#### 43 ABILITY TO PLAN

In these days of increasing enrolment, rapid technological developments and frequent self examination of the education programme, it is important also for the librarian to be something of a planner, and to be able to convey to his colleges and staff, a sense of the direction in which library is moving. How can the quality of library service be maintained in face of increasing enrolments, professional staff shortages and limited resources? Which of the new technological developments offer opportunities for improving the library's services? What new projects are contemplated in the coming year? What hope is there that the library can secure resources to move ahead? Problems of this kind confront every college library, and it is the responsibility of the Chief Librarian of the college to be aware of them and to devise plans for meeting them, if the library is not to drift along, accepting limitations and moving in directions, never consciously considered.

#### 44 ABILITY TO WORK WITH STUDENTS

The ability of the college librarian to work with students is a very important requirement. Even though college librarian has very important responsibilities towards teachers, library is primarily intended to be of service to students. The library fails to fulfil its function, if the librarian doesn't know what students read, how these needs may be met and what the students expect from the library? His greatest asset in this connection is a staff that is qualified, sympathetic, understanding and interested for working with teachers and students.

#### 5 ACADEMIC QUALIFICATION

The duties and responsibilities of the college librarian enumerated above show that his academic qualifications should be at par with those of senior teachers. Only simple logic is required to understand that the qualification of any librarian in the college, should in no way be lower than the highest level course offered in the college, for the librarians are expected to guide the students attending those courses, in their information search, and support



them in their learning. Their qualification should be equal to that of the teachers, because it is the librarian who is to give teachers the information support required for their teaching and updating of their knowledge.

#### 51 LEVEL

Dr Louis R Wilson has stated that the modern college exacts higher qualifications of their librarian than formerly. It no longer considers even the possession of a post graduate degree and the completion of one year training in a library school sufficient for a college librarian. In India the need for highly qualified librarians in universities and colleges were first pointed out by Calcutta University Commission in 1919. Radhakrishnan Commission has stated that libraries should be manned by adequate and well qualified staff. The report recommended that at the top of a library there should be a man of the calibre of a professor, who has specialised in Library Science, after having done post graduation in a subject, and he should have sufficient experience and capacity for organizing and managing such a department.

#### 52 WHY OF QUALIFICATIONS

Ranganathan Committee and Kothari Commission clearly identified the functions of the library staff. They stated that the librarian and his staff in the universities and colleges have the responsibility to define and understand the purpose of the library in relation to the aims of the college, to become personally acquainted with their faculty colleagues and to know their teaching methods. They should know what is going on in curriculum matters and should have a clear conception of the specific ways, in which library support is desirable and possible. It is implied that qualification of the librarian, should enable the profession to fulfill these duties.

#### 53 JOY'S CHOICE OF UGC

Joy Committee also stated that colleges librarianship is a highly complex profession warranting specialised and technical knowledge of various sorts like personal administration, financial management and different bibliographical techniques. The successful performance of the College Librarian demand a clear understanding of academic objectives, a significant level of academic expertise and working partnership with heads of teaching departments. Proper direction of policies and resources of the college libraries, towards needs of teaching-learning process demands a chief librarian with high academic qualifications and knowledge of objectives and practices of education. Joy Committee recommended that only those with qualifications and experience prescribed by UGC should be appointed as chief Librarian in a college.

## **6 SUPPORTING PROFESSIONAL STAFF**

All that has been said above with respect to the qualifications of the chief librarian is in varying degrees applicable to the members of the library staff. Since for most students, the staff at the public desks signifies the library; it is obvious that sympathetic relation between students and the library staff are of crucial importance in making the college library a real library, and not just a storage house.

### **61 ADEQUATE LIBRARY STAFF**

From the time of Radhakrishnan Commission it has been pointed out that library should have adequate and well qualified staff. In a college a well qualified chief librarian is very important. But that is not enough. So great are the pressures of housekeeping duties imposed by the librarians' job, that unless he has adequate assistance, he is seldom able to plan the work properly, to keep in touch with teaching departments or to carry through adequately the changes which need to be made. The librarian needs sufficient number of library professionals to support him in providing various kinds of reference and other information services required in college. The teachers give the students some guidance as regards supplementary reading. But the librarians attending reference services, if they are properly qualified, will be in touch with the teachers, and guide the students to the exact information. These librarians can be of help not only to the students, but also to teachers in their special subjects of study. These staff who support the librarian undertakes all bibliographical and documentation works, provides all information services and timely instruction in the use of sources and assists the librarian very much like the teachers assisting the head of a subject teaching department.

### **62 POLICIES TOWORK**

These college librarians who support the chief librarian should know what materials are important in a college library and what are inessential. They must be capable of giving the students the kind of assistance they need in order to use the library intelligently and efficiently, and they must have a clear idea of what the library is trying to do. This sense of overall guiding purpose, translates itself into the daily operations of the library and determines what activities shall under taken and how they shall be carried out.

### **63 WILL 'MATRICULATES WITH CERTIFICATE IN LIS DO?**

These supporting staff are expected to have a breadth of knowledge and a critical capacity based on habits of constant and discriminating reading. By

their intellectual interests and their skill in human relations they should help to convey the impression that librarians are persons whose opinions are important. It is interesting to find that in many states including Kerala, staff not even having an SSLC as qualification designated as 'Attenders' or 'Library Assistants' only are posted as supporting staff in colleges, as per existing staff pattern. Even in post graduate departments which becomes eligible for a staff to look after the library the staff pattern allows only for an 'Attender'. If by chance he is literate or have studied upto SSLC it will be a luck to that post graduate department. But how can such staff attend the information services required to be provided for the postgraduate students and teachers specialising in a subject.

### **71 QUALIFICATIONS PRESCRIBED BY UGC**

According to the Library Committee of the UGC (1959) the academic qualification of the library staff should be at par with those of the professors, the readers and the lecturers. Apart from general academic qualifications of high order, the librarian and his professional staff should also have professional qualifications of an equally high order. The committee recommended MLibSc or MA and First Class BLISc as the minimum qualification required for a college librarian.

#### **711 Different Committee**

In 1974 UGC appointed a committee under the chairmanship of Dr SN Sen, Vice Chancellor, Calcutta University, to consider the scales of pay and qualifications of library staff. Sen Committee recommended the following qualifications for the college librarians.

- (a) Good academic record with first or high second class Masters Degree in an academic subject other than Library Science.
- (b) M Phil or equivalent published work or two years research experience.
- (c) Degree in library Science with atleast a second class.

#### **712 Mehrotra Committee**

Mehrotra Committee (1987) stressed that among qualifications prescribed for librarians, academic excellence should figure prominently. As per its recommendations the following qualifications are essential for the entry cadre in the college library service.

- (a) Qualifying the National Level Test conducted for the purpose by UGC or other agency approved by UGC.

- (b) Masters' Degree in Library Science, Information Science, Documentation or an equivalent professional degree with atleast fifty five percent marks or its equivalent grade plus a consistently good academic record

or

Masters' Degree in Arts, Science, Commerce or equivalent Degree with atleast fiftyfive percent marks or its equivalent grade with Bachelors Degree in Library Science, Information Science, Documentation or an equivalent professional Degree with atleast fiftyfive percent marks or its equivalent grade plus a consistently good academic record.

### **713 Joy Committee**

Joy Committee has also recommended that all library professionals posted in college libraries should have the minimum academic qualification, that can give them a broad acquaintance with all subjects taught in the college, so that they will be capable of interacting with degree and post graduate students and teachers to support them and guide them in their information search.

## **8 ACADEMIC STATUS**

### **81 TERMS**

Academic status to the college librarians mean that the college should regard the professional library staff as members of the instructional staff instead of administrative or clerical staffs. This status may be defined as the formal recognition in writing by an institutions' authorities; of librarians as members of the academic staff. The recognition may take the form of assigned faculty ranks and titles with faculty privileges of tenure, academic freedom, equitable salaries etc.<sup>14</sup>

### **82 STATUS MIX WITH FUNCTIONS**

The academic status carries with it certain definite obligations for a librarian. The first requirement is for intellectual activity including a keen interest in the academic life in the campus. The librarian must accept responsibility for independent learning, continuous intellectual growth and educational statesmanship. Status also calls for the highest level of professionalism in performance of his duties.

### **83 PROFESSIONAL INTERESTS**

The librarian must be a creative member of the academic community. He performs an educational function and should be interested in research and publication to advance the frontiers of his profession. He should be interested in professional organizations, and should have an obligation for faithful service to the college.<sup>15</sup>

**84 FIRST ACADEMIC RECOGNITION**

In educationally advanced countries librarians were given full academic status with most of the rights and privileges of faculty member from nineteen twenties. This helped to create the best kind of library service to students and teachers and contributed to quality improvements in education in those countries. In India it was Calcutta University Commission (1917) which for the first time recognized the principle of academic status to the librarians. Radhakrishnan Commission (1949) also pointed out the need for staff with calibre and qualifications of a professor to head the libraries.

**841 Reconfirmed**

Ranganathan Committee (1958) also advised that status and salary scale of the library staff should be the same as that of teaching and research staff. The committee has recommended Readers' scale and status for Chief Librarians of large colleges and Lecturers' scale for his supporting professional staff and also for the Chief librarians of small colleges. Mehrotra committee (1987) also accepted the academic role of librarians and recommended academic status to them. The committee expressed the view that the emoluments of the duly qualified librarians should match those of the teachers and that they should have about the same promotional opportunities as have been recommended for the teachers. Based on its recommendations Government of India has implemented in matters of scales of pay, career advancement etc between college teachers and college librarians. Qualifications for the posts of college librarians were also fixed in accordance with this.

**85 JOY COMMITTEE**

Very important suggestions in regard to the status of college librarians are contained in Joy Committee report. The committee considered it desirable to give the college librarians, academic status and bring librarian also under the definition or 'teacher'. The committee recommended that the College librarian should be given status and rank as recommended by UGC, subject to satisfying the qualification and other conditions prescribed by UGC. The committee recommended full membership for the college librarians in the College Council. The committee also recommended that librarian should function as the secretary of the Library Advisory Committee constituted in the college to advise and recommend on all matters related to organization and services of the college library.

**9 STAFF PATTERN****91 USA**

In addition to the Chief Librarian, staff should consist of sufficient

number of library professionals and non-professionals. In United States in 1930 when the government accepted the teaching role of librarians, the number of library professionals required in a college has been fixed in terms of enrolment, and the Government recommended five full-time college librarians, for the first five hundred students, ten for one thousand students, and four additional staff members for each additional five hundred students. Two non-professional assistants were also allowed for every five professionals. Obviously the number of professional staff required depends upon the work to be done.

### **911 Revision 1947**

In 1947 ALA revised the staff formula for college libraries. In the new revision the size of the staff was based on the service demands made on the college library. The service load is derived from a formula of service units based on the size and characteristics of college's enrolment like graduate students, post graduate students, research scholars, and the size of the faculty.

### **912 UGC**

The minimum strength of the professional staff in a college library as per the recommendations of the Library Committee of UGC will be as follows.

- 1 Chief Librarian of Readers or Lectures grade according to the size of the college.
- 2 One professional staff for every 2000 volumes to be technically processed per year.
- 3 One professional staff to attend documentation work for every 1000 entries prepared in a year.
- 4 One professional staff for every 50 readers in a day.

### **913 Joy Committee**

Mehrotra Committee has not dealt with the staff strength of Teachers or Librarians. Joy committee has evolved a more rational staff formula for college libraries based on number of users to be served, giving weightage to higher levels of users, who will require more indepth information service. The formula is as follows.

$$S = \frac{A + 10(B) + 50(X + Y + Z + T) + D}{10000}$$

in which S=Total number of staff excluding the Chief Librarian, A=Pre-Degree students, B=Degree students, X=Post graduate students, Y=M Phil

students, Z=Research scholars, T=Teachers and D=Documents (Book & Non-Book). This is inclusive of non-professionals. The committee has not suggested the ratio to be maintained between them, which is important.

## X SALARY

### X1 FAVOURABLE COMPARISON

Salaries in the professional group represents a very serious problem in librarianship if colleges hope to attract outstanding people to their library positions. In India only in recent years significant advances have been made in this regard, and these have been mostly in initial grade salaries. Whatever its inherent attractions, the college libraries field will not draw good people, and particularly young men to librarianship, unless the remuneration offered compares favourably with that of the faculty.

### X2 DELAYED IMPLEMENTATION OF UGC-KERALA

Even though Mehrotra Committee report has been implemented in most of the states in regard to salaries, career advancement etc of College teachers, the case of the college librarians are kept pending everywhere. They have not started receiving salaries commensurate with the college teachers even in Kerala where UGC scheme was implemented in 1990 with maximum relaxation of UGC's conditions on qualifications etc for college teachers. State Governments are still hesitating to accept the principle that the professional college librarian, who is to play a very important role in maintaining the quality of instruction, should not be paid less attractive than the other. The remuneration of the staff is to be one of the tests of value attached by government to college library service.

### X2I UGC Scales

Library committee of UGC (1958) has suggested Readers scale and Lectures scale as minimum for Chief Librarians of large and small colleges. For supporting professional staff the committee recommended Lecturers scale and Assistant Lecturers scale as follows:

College and position	Professional status	Grade	Scale
Large college (Chief Librarian)	Professional senior	II	500-25-800 (Reader's scale)
Small College (Chief Librarian)	Professional Junior	III	250-20-500 (Lecturer's scale)
College (Supporting staff)	Professional Junior	III	250-20-500
(Supporting Staff)	Professional Assts	IV	150-10-250 (Asst Lecturers)

**X22 Mehrotra Scales**

On the basis of Mehrotra Committee report (1987) Government of India has revised the pay scales of college librarians, giving parity with teachers scales. The revised pay scales of college librarians that came into effect from 01.01.1986 as recommended by the committee is as follows:

College Librarian (Slection grade)	3700-125-4950-150-5700
College Librarian (Senior Scale)	3000-100-3500-125-5000
College Librarian (Entry cader)	2200-75-2800-100-4000

**X221 Supporting Staff**

The Mehrotra Committee has not given any detailed recommendation in regard to the staff pattern or grades of Chief Librarian in colleges. These are to be decided according to the formula and staff pattern applied in the case of teachers.

**X222 Other colleges (non-UGC)**

Joy committee report has recommended grades advised by UGC for librarians of college eligible for UGC assistance. But for other colleges and supporting staff the committee recommended only state scale with an entry cadre scale of Rs 1760-3050 only.

**X3 CAREER ADVANCEMENT****X31 Eight Year Service**

The important consideration in promotion and filling up of the position of Chief Librarian, in college should be the quality of the person's accomplishment. Work performance should be assessed on the basis of the amount of the employees work, quality of the employees work, amount of supervision needed and relationship with others. If the library staff has academic status, the provisions for career advancement of the teachers will apply to librarians also. As in the case of teachers, seven to eight years service gives the librarian sufficient time to show his ability and also allows the department to make a considered judgement of the individuals potential contribution.

**X32 Mehrotra's recommendations**

As per the advice of the Mehrotra committee Government of India has provided for the career advancement of college librarians as follows.



Every college librarian who is in the scale of pay of Rs 2200-4000 will be placed in the senior scale of Rs 3000-5000 if he/she has

- (a) Completed eight years of service, after regular appointment, with one and three year relaxation. (for those who possess MPhil or PhD Degree).
- (b) Participation in two refresher courses/summer institutes, each of approximately four week's duration, or engaged in other appropriate continuing education programme, of comparable quality, as may be specified by UGC, and
- (c) Consistently satisfactory performance appraisal reports.

College Librarians who have been placed in the senior scale of Rs 3000-5000 will be eligible for placement in the selection grade of Rs 3700-5700 if he/she has

- (a) completed 8 years of service in the senior scale.
- (b) obtained PhD degree or an equivalent published work
- (c) made significant contribution to the development of library service as evidenced by reports
- (d) participated in two refresher courses/summer institutes of 4 weeks duration or engaged in other appropriate continuing education programmes of comparable quality.
- (e) consistently good in performance appraisal reports.

### ***X23 Professional Scales***

As per the grades recommended by Library Committee of UGC in 1958 for different college library positions and as per the scales of pay implemented by Government of India from 01.01.1986 in accordance with Mehrotra Committee Report the following scales of pay are to be allowed for different college library positions.

<i>Position</i>	<i>Designation</i>	<i>Pay scale</i>
Chief Librarian (Large college)	College Librarian Selection Grade	3700-5700
Chief Librarian (Small college)	College Librarian Senior Scale	3600-5000
Supporting professional staff (All Colleges)	College Librarian	2200-4000

### ***X24 Under Qualified Librarian***

Appointing a librarian who is not having the academic qualifications prescribed by UGC, and who do not fulfill the criteria prescribed for placement in senior scale or selection grade, to head a college library or develop a college library at its initial stage, can permanently destroy the college library's efficiency. Joy Committee has studied this aspect in detail. The committee has examined the existing system and services in all college libraries in the State. It found that the decisions on some fundamental issues taken by an inexperienced, underqualified, lower grade librarian, at the initial stages of a college library's development, remain as a permanent feature, preventing the library's efficiency and effectiveness. The committee lists many such aspects. It points out that any further rectification of such a library system in the college, which has grown in a haphazard manner will mean waste of the resources and efforts already spent and also huge further investment for system rectification and reorganization.

### ***X25 Joy Committee***

Considering these facts Joy Committee has recommended that irrespective of the grade/(size) of the college, or its library collection, or the user strength, a Librarian with high academic qualification, scale and relevant status, should be posted at the initial stage in a college when the foundation is laid for its library development.

## **XI BARRIERS AGAINST CHANGE**

### **XI-1 LACK OF LIBRARIES**

The higher education started in India in the last quarter of nineteenth century and progressed in the absence of books and libraries as a major resource of learning. The scenes of learning activity were restricted to listening in classroom and reproducing in the examination. Books and wide learning were not very popular because the library was not there. In the west the same period witnessed revolutionary changes in teaching-learning process. Their emphasis changed to individual instruction and learning, through extensive reading and experience for proper all round development of the student.

### **XI-2 CLASSROOM & NOTES**

But still in most of the 9000 colleges in India the style of merely listening to a class rooms, taking notes and reproducing in examination halls, is the full connotation of higher learning. Many students do not even attend classes but depend on cheap guides or tuition, which feeds everything in

tablet form, enabling quick memorization, reproduction, and success in examinations. Even the teachers in colleges, do not require efficient library system, because 'notes' once prepared, would last, until one's retirement.

### **XI-3 WHY NON-IMPLEMENTATION OF UGC RECOMMENDATION**

In Colleges where such obsolete teaching-learning methods are followed, Librarians with high academic qualifications, status and leadership roles, are not essential. That is why in most of our colleges, the recommendations given by Government of India/UGC and expert bodies on pay scales, qualifications, etc from 1959 onwards are not implemented, for librarians, even now. What the colleges require, is only some staff equivalent to storekeepers or clerks, who can maintain a hall or building with the name library, and keep its stock, so that the conditions laid down by the university/UGC etc for colleges's affiliation are fulfilled, and also all grants allowed for library development can be availed.

### **XI-4 ALL PERVASIVE-ADVANCED KERALA**

The existing staff pattern, qualification and scales of pay of college librarians in the states can show that the situations explained above exist all over India. The scales of pay, staff pattern, prescribed qualification etc of college librarians in Kerala considered to be educationally far advanced than other states, is cited below as a sample<sup>19,20</sup>.

Grade and scales of pay of the Librarian Heading a college Library as on 01.09.1994.

<i>Books in the College</i>	<i>Annual Issue</i>	<i>Grade of Librarian</i>	<i>Scale of Pay</i>
15001-100000	30001-100000	I	2200-4000
10001-15000	20001-30000	II	1640-2940
05000-10000	10001-20000	III	1520-2660
000-05000	00000-10000	IV	1125-1720

Out of the 165 Degree and PG colleges existing in Kerala, only 68 colleges are identified to have more than 15000 books, which make them eligible for a Grade I librarian. The criteria for allowing higher grade shows that librarians are in every aspect still considered as store keepers, and so there grades are decided according to the size of the stack and transactions.

### **XI-5 UNIMPLEMENTED LIBRARIES**

In 1990 State Government issued orders implementing UGC scheme for Teachers and Librarians immediately. More than 15000 college teachers in the state were allowed the scales recommended by UGC. But in the 42

Government Colleges, not even a single librarian was sanctioned UGC scheme upto this day even after the lapse of about five years.

### ***XI-51 Misinterpreted***

Even the UGC scheme has been cleverly interpreted recently to mean that the scales suggested by UGC for college librarians will be applicable to librarians who are *in charge of large quantum of stock* (ie., above 15000 books which could allow them a First Grade<sup>21</sup>). So when the UGC scale will be allowed, only the chief librarians of 12 government colleges out of 42 colleges, which run Degree and Post Graduate courses, will become eligible for UGC Scale. Only 55 out of 123 in private colleges will become eligible. As number of books and quantum of issue are the only criteria for First Grade and also UGC scales of pay, 97 colleges in the state out of 165 colleges will be headed by Librarians in the grade equal to or lower than that of Gate Keeper in prisons, Lower Grade Typists or Storekeepers in the State Service. The posts of these librarians require only SSLC and Certificate in Library Science as per existing rules. Also the Chief Librarian's Post in any college that offers even MA/MSc, MPhil, PhD programmes, can be filled by unqualified librarians who may not have even an SSLC as their basic qualification.

### ***XI-511 Kerala Qualifications***

#### **Qualifications Prescribed for College Library**

##### **Posts by State Government**

Librarian Grade I	BA or BSc and Degree or Diploma in Library Science. But 25 percent of the posts will be filled by promoting existing unqualified librarians <sup>22</sup>
Librarian Grade II	"
Librarian Grade III	"
Librarian Grade IV	SSLC and certificate in Library Science.

Among the 264 librarians working in government and private colleges in the state, only 37 persons possess a post graduate degree in any subject. Of these only 7 persons are having their post graduation in Library Science. Among the librarians heading 165 colleges in the state, only 24 persons have Masters Degree in any subject. It means that, 128 colleges among 165 colleges in the state, are not having a Librarian who has even the bare minimum qualification to organise the services expected from a college library. With all the interpretations and relaxations given to the recommendations of UGC, the situation in the state is not going to change atleast for another 25 years.

**XI-6 SUPPORTING STAFF**

As per existing staff pattern supporting staff is available to 87 colleges only. That also is a Librarian Grade IV-a Semi Professional staff. Other 78 colleges have to function only with one Semi Professional staff with SSLC and CLISc acting as the Chief Librarian. This being the status and qualifications of the college librarians, they are not represented in councils and committees of the college or have any voice in shaping library policy. Usually they never come to know about the grants received in the college, for library development, book purchase etc or their opinions considered in utilizing such grants<sup>23</sup>. They are also not qualified or capable to attend such duties. Hence crores and crores of rupees granted to college libraries in the country, annually, by UGC and Governments, gets utilised unscientifically, and lost to Academic Libraries, which is hundred times more than the expense that would have been essential to maintain qualified and capable librarians in colleges as per UGC norms.

**XII CONCLUSIONS AND RECOMMENDATIONS****XII-1 ACADMIE EQUATION CONCEDED**

The comparative evaluation of the three committee reports related to the role-status-qualification and pay scales of college librarians reveal that they have upheld the basic principles that necessitates granting of teacher status to librarians. But the approaches of each report is different and unique.

**XII-2 DIFFERENT REPORTS**

Dr SR Ranganathan, being a library science expert his report analyses all the technicalities of library functions in detail, and stresses the need for college libraries to be managed by highly qualified professionals. Dr CL Mehrotra, Emeritus Professor, being an efficient teacher who experienced the instructional role played by librarians, recommends the academic status and pay scales to college librarians. But many aspects required for implementing their recommendations are vague or are lacking in these two reports, which can cause anomalies while they are implemented. VP Joy, IAS being a renowned administrator, analyses, the problem through the viewpoint of an administrator, who is fully aware of the role information has to play in education. His recommendation have clarity in the aspects it covers and that can make its implementation easy.

**XII-3 CONCLUSIONS**

Analysing together the recommendations contained in the three reports the present study comes to the following conclusions.

- \* Minimum qualification for recruitment to the post of College Librarian

as recommended from time to time by UGC should be made compulsory for all professional posts in college libraries.

- \* Qualification, experience and other conditions prescribed by UGC for College librarians of Selection Grade and Senior Scale should be prescribed for the posts of librarians heading large and small college libraries respectively.
- \* Having a librarians with the qualifications and experience prescribed for College Librarian Selection Grade/Senior Scale should be made the minimum essential prerequisite for a college to avail any type of grant from UGC for library building, equipments or books.
- \* No university should give affiliation to a college without a librarian having qualifications prescribed by UGC.
- \* Unless UGC and universities insist on the above aspects related to the college librarians, crores and crores of rupees which are annually allowed to college library development projects by UGC and governments will go waste due to their unscientific utilization under the leadership of underqualified librarians<sup>24</sup>.
- \* Allowing UGC scales, to qualified librarians also, along with teachers, while implementing UGC scheme by State Governments should be made essential for the states to become eligible for claiming any financial assistance from UGC or Government of India towards implementing UGC Scheme: for by enhancing only the teachers salary, the quality of education can never be improved as envisaged by UGC scheme.
- \* Minimum of Four full time college librarians should be allowed for every two hundred Degree and postgraduate students in a college.
- \* UGC should prepare College Library Standards and UGC and universities should insist on colleges following it, if they are to become eligible for affiliation and grants.